



## MUSIC POLICY:-

This policy supports our aim to assess and develop pupils' communication, ensuring all pupils are maximising their communicative potential, through communication supportive practice.

An effective learning environment is one which is communication-rich. Staff support pupils' development through a recognition of how communication underpins children's ability to learn and to build relationships. Utilising a Total Communication approach, staff know the appropriate combination of systems to support each pupil individually. Staff have regular communication training to ensure skills and knowledge are kept up to date.

This policy was adopted on:- 4.7.13

Chair of Governing Body:- T Mottram \_\_\_\_\_ Signature

\_\_\_\_\_ Date

Reviewed:- Summer 2016

To Review:- Summer 2019

# **THE FOREST SCHOOL MUSIC POLICY**

## **Rationale**

Music at The Forest School is not simply a discrete subject area but an essential part of learning within all areas of the curriculum. Within Music lessons, pupils are encouraged and nurtured to develop and achieve their full musical potential. Musical activities and singing are used as motivational tools for developing communication and interaction skills. Singing is celebrated across the school. All pupils are encouraged to sing both in class and as a whole school. The use of Makaton signs to support singing is promoted through assemblies and open access to weekly 'Singing and Signing Choir'. Singing allows pupils to develop their sense of self and improve self-confidence. Singing is a truly holistic activity having a positive impact on the development of the whole child.

All Music lessons aspire to be irresistibly exciting, full of opportunities for positive interactions with others and create moments of uninhibited joy and fun. Within the Primary Department, Music is used daily and across all curriculum areas. Within the Secondary Department, pupils have Music lessons and access to 'Singing and Signing Choir'. Singing is also used as an effective learning tool across other areas of the curriculum. Each year, all pupils are given an opportunity to share their singing with parents and the wider community.

## **Aim**

To allow all pupils to demonstrate, explore, develop and celebrate their music making abilities. To allow pupils to enjoy the invigorating, relaxing, joyful and therapeutic effects of being surrounded by music and of music making.

## **Objectives**

To be so motivated by music and musical activity, that it is impossible not to join in.

To experience and respond to music from different times and places.

To respond to music through movement, singing, vocalising, signing, playing instruments, dancing, role-playing, using props such as scarves, bubbles and lycra.

To sing every day, across the curriculum, alone, with others, with the whole school.

To enjoy a wide range of songs and chants.

To explore different instruments and making music as a soloist and within an ensemble.

To create, capture, edit and share music, through notation and by using Music Technology.

To explore musical elements through singing, playing instruments and listening to live and recorded music.

To work with a range of musicians and watch, listen to and participate in live performances.

To develop their sense of rhythm through dance, music making and singing.

To use Makaton signs to emphasise key words within lyrics in songs.

To develop and improve communication and interaction skills within every musical activity.

## **Improving access to the music curriculum**

Staff at The Forest School make music more accessible to pupils by:

- Enabling pupils to communicate their responses to different music and their choices of music through the most appropriate means, for example, body movements, facial expressions, signs, pointing, selecting an object, picture or symbol or by using a communication aid.
- Allowing time for pupils to settle and be familiar with the surroundings so that they are able to participate in a musical activity.
- Allowing time for pupils to respond and communicate, taking account of the pace at which pupils work and the physical effort required.
- Allowing time for pupils to reach for, grasp or release an instrument.
- Allowing pupils time to explore or play instruments, alone or with others.
- Using a multi-sensory approach where appropriate.
- Using adapted and specialised instruments as funds allow.
- Using ICT to allow pupils to access age appropriate music making.

## **Planning and Assessment**

### **Primary department**

Planning is based on the learning outcomes and the Early Learning Goals as set out in Development Matters and on the Music Programmes of Study from the National Curriculum. Music is taught mostly through a cross-curricular approach in the Early Years Foundation Stage and Primary department. Assessment for learning is on-going and related to the learning objectives. Pupils are assessed against P Scales and National Curriculum levels.

### **Secondary department**

Planning follows the National Curriculum Programmes of Study for Key Stage 3, adapted accordingly and delivered through units of work written by the Music Teacher. Assessment for learning is on-going and Secondary pupils are assessed against P Scales and National Curriculum levels. The learning objectives are matched to the ability of the pupils and a progression of skills is covered as pupils move up the school.

## **Equal Opportunities**

All pupils will have access to the music curriculum in line with the school policy on Equal Opportunity.

## **Safety**

Pupils are encouraged to be aware of their own and other's safety in the classroom. They are taught the correct way to:

- handle and play instruments
- safely collect in and store instruments at the end of the lesson
- plug and unplug the keyboard
- move around the classroom

Care is taken not to let leads trail across the classroom.